

Name	Sarah Shackelford
School	Star Elementary
Course	ED 550 Artspowered Schools
Lesson	Getting to know the Basque Culture:

Humanities Lesson Plan Visual and Performing Arts

STANDARD ONE: Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Target Area:

Cultural Context

Historical Context

Content Knowledge: Music Standard

01:03 – Describe the role music plays in today’s society

Explain the objective(s) of this lesson:

After a brief introduction to the Basque culture and history, paying particular attention to the Basque language and historical discrimination against it, TSWBAT explain how learning traditional Basque songs in Euskadi help to keep the culture alive.

Describe the activity that will help students fulfill the lesson objective(s):

- 1) Examine a map of Spain/Basque country
- 2) On world map examine route Basque immigrants took to U.S.
- 3) Discuss why people would want to leave their homes to come to the U.S.
(Include persecution by outside cultures, to start better life...)
- 4) Explain that the Basques came to Idaho because of sheep herding and so Basque boarding houses were developed where the songs and stories were taught to the children.
- 5) Look at the Powerpoint “Scenes of Euskadi” which show the landscape and people of the country. Compare and contrast the images to the local environment.

- 6) Learn the song “Haurrak Ikas-Azue”
Listen to the tape of the song while following the words on the overhead. Read over the words slowly without the music. Practice with the music several more time.
- 7) Discuss how learning songs in the boarding houses helped the immigrants to preserve their culture in a new country. Compare to songs that the students know from their own culture that are passed on to children.
- 8) Revisit the song again throughout the week.

Suggested Materials

All of the following materials can be gathered from the “Basque Trunk” which is available for borrowing from the Basque Museum in Boise.

- Map of Spain/Basque country
- Powerpoint “Scenes of Euskadi”
- Audio tape of “Haurrak Ikas-Azue”
- Overhead and photo copies of lyrics of “Haurrak Ikas-Azue”

Student/teacher preparation required

Display map

Load Powerpoint onto a prominent computer that can be viewed by all students.

Review history of the Basque country. Found in supplemental materials in trunk.

Review route taken to the U.S. by the Basques

Copy lyrics of song

Practice the song

Length of lesson

45 mins – 1 hour

Assessment used to measure objective(s)

Class participation and discussion

Ideas for coordinating with other subject areas

Math and map skills– determine the length of time it would take to travel to the U.S. from Euskadi by boat. Determine the length of miles.

Language Arts – Journal write as a Basque immigrant traveling to the U.S. about your journey.

Name	Sarah Shackelford
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Course	ED 550 Artspowered Schools
Lesson	Getting to know the Basque Culture: Examination of Picasso's "Gernika"

Humanities Lesson Plan Visual and Performing Arts

STANDARD TWO: Conduct structural analysis, engage in reasoned argument and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Target Area:

Reasoned Argument/Informed judgment (analysis of the arts)

Philosophical/Aesthetic Issue (demonstrate meaning and importance of the arts, use arts vocabulary)

Ethical Issue (legal, moral implications of the arts)

Content Knowledge: Visual Arts Standards

01:02 – Examine the visual arts as a form of communication

01:03 – Use arts vocabulary to discuss specific works of art

Explain the objective(s) of this lesson:

Given a history of the painting "Gernika" TSWBAT tell what they see in the painting, what the shapes and symbols mean, and their personal opinion about the painting.

Describe the activity that will help students fulfill the lesson objective(s):

- 1) Display the poster of "Gernika"
- 2) Identify the style of art as Cubist and talk about the characteristics of Cubist art (geometric shapes distorted into different viewpoints)
- 3) Have students describe what they see. Help them to **ONLY** describe what they see and not to interpret what the images are. They should describe tones, color, and shapes.

*Use the questioning strategies from the "Creating, Performing and Responding" page from plenary sessions.

- 4) Ask students to Interpret the meanings of the different parts of the painting.
- 5) Give a brief history of the painting.
- 6) Ask students to Judge the painting. Give their personal opinion of the painting backed by explanations.
- 7) Show other examples of Cubist art both by Picasso and other artists. Have students compare and contrast the different pieces using the same methods as used to examine “Gernika”

Suggested Materials

- Poster of “Gernika”
- History of the painting
- Page of questions from Artspowered Schools notebook, plenary section
- Examples of other cubist art, either on Powerpoint or posters

Student/teacher preparation required

Gather materials, review history of “Gernika”

Length of lesson

30 – 45 mins

Assessment used to measure objective(s)

Class participation and discussion

Ideas for coordinating with other subject areas

Math – Geometric shapes

Art – Create original cubist art

Language Arts – Study biography about Picasso

Name	Sarah Shackelford
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Course	ED 550 Artspowered Schools
Lesson	Getting to know the Basque Culture: Dancing the Tamborada

Humanities Lesson Plan Visual and Performing Arts

STANDARD THREE: Communicate in the humanities disciplines through application and creative expression.

Target Area:

Communicate through creative expression

Content Knowledge: Dance Standard

02:01 – Demonstrate how the body can create shapes, heights, pathways, and personal space

02:02 – Imitate basic body movements, rhythm patterns, and tempos

02:03 – Move as an individual and as part of a group

Target Area:

Interpret/perform work

Create work of art

Demonstrate behavior

Explain the objective(s) of this lesson:

Learn a traditional Basque dance

Describe the activity that will help students fulfill the lesson objective(s):

- 1) Watch the video showing children dancing the “Tamborada”
- 2) Go through the steps of the “Tamborada”
- 3) Have students break into small groups and follow you as you go through the dance.
- 4) Students practice as a group

5) Students perform as small individual groups

Suggested Materials

Some of the following materials can be gathered from the “Basque Trunk” which is available for borrowing from the Basque Museum in Boise.

- Video tape of children dancing
- Instructions for dancing the “Tamborada”
- TV and VCR

Student/teacher preparation required

Learn and practice dancing the “Tamborada”
Set up TV and VCR with video tape

Length of lesson

30 – 45 mins

Assessment used to measure objective(s)

Teacher will observe the student/group participation and performance of the dance.

Ideas for coordinating with other subject areas

Math – patterns and counting